

U.S. Department of Education
2020 National Blue Ribbon Schools Program

[X] Public or [] Non-public

For Public Schools only: (Check all that apply) [] Title I [] Charter [] Magnet [] Choice

Name of Principal Mrs. Melodie Huynh
(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Hidden Hills Elementary School
(As it should appear in the official records)

School Mailing Address 12995 Harcourt Way
(If address is P.O. Box, also include street address.)

City San Ramon State CA Zip Code+4 (9 digits total) 94582-2803

County Contra Costa

Telephone (925) 479-3800 Fax (925) 803-9792

Web site/URL
https://hhes.schoolloop.com/pf4/cms2_site/view_deployment?d=x&theme_id=ai20lg2q0cix878&group_id=1500178974798 E-mail mhuynh@srvusd.net

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date _____

(Principal's Signature)

Name of Superintendent* Mr. Rick Schmitt E-mail rschmitt@srvusd.net
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name San Ramon Valley Unified Tel. (925) 552-5500

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date _____

(Superintendent's Signature)

Name of School Board
President/Chairperson Mr. Greg Marvel
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date _____

(School Board President's/Chairperson's Signature)

The original signed cover sheet only should be converted to a PDF file and uploaded via the online portal.

**Non-public Schools: If the information requested is not applicable, write N/A in the space.*

PART I – ELIGIBILITY CERTIFICATION

The signatures on the first page of this application (cover page) certify that each of the statements below, concerning the school’s eligibility and compliance with U.S. Department of Education and National Blue Ribbon Schools requirements, are true and correct.

1. All nominated public schools must meet the state’s performance targets in reading (or English language arts) and mathematics and other academic indicators (i.e., attendance rate and graduation rate), for the all students group, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.
2. To meet final eligibility, all nominated public schools must be certified by states prior to September 2020 in order to meet all eligibility requirements. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
3. The school configuration includes one or more of grades K-12. Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.
4. The school has been in existence for five full years, that is, from at least September 2014 and each tested grade must have been part of the school for the past three years.
5. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2015, 2016, 2017, 2018, or 2019.
6. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. If irregularities are later discovered and proven by the state, the U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award.
7. The nominated school has not been identified by the state as “persistently dangerous” within the last two years.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district, as a whole, has violated one or more of the civil rights statutes or the Constitution’s equal protection clause.
11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

Data should be provided for the most recent school year (2019-2020) unless otherwise stated.

DISTRICT (Question 1 is not applicable to non-public schools)

1. Number of schools in the district (per district designation):
- 22 Elementary schools (includes K-8)
 - 8 Middle/Junior high schools
 - 6 High schools
 - 0 K-12 schools
- 36 TOTAL

SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located. If unsure, refer to NCES database for correct category: <https://nces.ed.gov/ccd/schoolsearch/> (Find your school and check “Locale”)

- Urban (city or town)
 Suburban
 Rural

3. Number of students as of October 1, 2019 enrolled at each grade level or its equivalent at the school:

Grade	# of Males	# of Females	Grade Total
PreK	9	10	19
K	38	34	72
1	39	31	70
2	53	48	101
3	63	67	130
4	60	59	119
5	71	71	142
6	0	0	0
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12 or higher	0	0	0
Total Students	333	320	653

*Schools that house PreK programs should count preschool students **only** if the school administration is responsible for the program.

4. Racial/ethnic composition of the school (if unknown, estimate):
- 0 % American Indian or Alaska Native
 - 78.8 % Asian
 - 3.2 % Black or African American
 - 3.5 % Hispanic or Latino
 - 0.3 % Native Hawaiian or Other Pacific Islander
 - 7.8 % White
 - 6.4 % Two or more races
 - 100 % Total**

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

5. Student turnover, or mobility rate, during the 2018 - 2019 school year: 4%

If the mobility rate is above 15%, please explain:

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2018 until the end of the 2018-2019 school year	20
(2) Number of students who transferred <i>from</i> the school after October 1, 2018 until the end of the 2018-2019 school year	9
(3) Total of all transferred students [sum of rows (1) and (2)]	29
(4) Total number of students in the school as of October 1, 2018	718
(5) Total transferred students in row (3) divided by total students in row (4)	0.04
(6) Amount in row (5) multiplied by 100	4

6. Specify each non-English language represented in the school (separate languages by commas):

Spanish, Cantonese, Korean, Filipino, Mandarin, Bengali, Japanese, Arabic, Farsi, German, Hindi, Russian, Urdu, Telugu, Tamil, Marathi, Kannada

English Language Learners (ELL) in the school: 9 %
59 Total number ELL

7. Students eligible for free/reduced-priced meals: 6 %

Total number students who qualify: 37

8. Students receiving special education services: 8 %

53 Total number of students served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional conditions. It is possible that students may be classified in more than one condition.

- | | |
|----------------------------------|--|
| <u>1</u> Autism | <u>0</u> Multiple Disabilities |
| <u>0</u> Deafness | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deaf-Blindness | <u>6</u> Other Health Impaired |
| <u>0</u> Developmental Delay | <u>14</u> Specific Learning Disability |
| <u>0</u> Emotional Disturbance | <u>32</u> Speech or Language Impairment |
| <u>0</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>0</u> Intellectual Disability | <u>0</u> Visual Impairment Including Blindness |

9. Number of years the principal has been in her/his position at this school: 6

10. Use Full-Time Equivalents (FTEs), rounded to the nearest whole numeral, to indicate the number of school staff in each of the categories below:

	Number of Staff
Administrators	1
Classroom teachers, including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	25
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.	5
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	13
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	1

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 26:1

12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

Required Information	2018-2019	2017-2018	2016-2017	2015-2016	2014-2015
Daily student attendance	97%	97%	97%	98%	97%
High school graduation rate	0%	0%	0%	0%	0%

13. **For high schools only, that is, schools ending in grade 12 or higher.**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2019.

Post-Secondary Status	
Graduating class size	0
Enrolled in a 4-year college or university	0%
Enrolled in a community college	0%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	0%
Other	0%

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.

Yes No

If yes, select the year in which your school received the award.

15. In a couple of sentences, provide the school’s mission or vision statement.

Hidden Hills is the best elementary school for students and a great school for staff and others in the community.

16. **For public schools only**, if the school is a magnet, charter, or choice school, explain how students are chosen to attend.

PART III - SUMMARY

Envision a place where tree-lined streets echo with the laughter of children, and a sense of beauty and quiet contentment surrounds you. In the rolling hills of the San Francisco East Bay, sits the close-knit community of San Ramon, California. On the easternmost side of town, surrounded by picturesque canyons, lies Hidden Hills Elementary School and the community that makes our campus a family.

Built in 2004, Hidden Hills (HH) Elementary is one of 36 schools within the San Ramon Valley Unified School District. We pride ourselves on being the "second home" to a diverse population of over 650 transitional kindergarten through fifth grade students, speaking nearly twenty different languages. Our student population is comprised of 78% Asian/Indian, 8% White, 4% Hispanic/Latino, 3% African American, 1% Native Hawaiian/Pacific Islander, along with 6% of our students identifying with two or more races. Additionally, 9% of HH students are English Learners, 8% receive special education services, and 6% are considered socioeconomically disadvantaged. We recognize and celebrate our diversity through our core curriculum, school-wide events such as our Welcome Back Block Party, and daily classroom activities.

Our school mascot, the hawk, helps us emphasize our core values and challenge all students to develop their full potential. The acronym, "H-A-W-K-S" is posted in each classroom (Have Respect, Actively Listen, Wise Choices, Kind to Others, Safe for All). Every Wednesday, we proudly announce our "Soaring Hawk" winners as staff members nominate students who exemplify what it means to live by our Hawk Pledge. Students are recognized for demonstrating effort, citizenship, leadership, and academic focus.

HH is known for our high standards, both in terms of academic achievement and developing respectful and compassionate citizens. We take pride in providing a positive, nurturing environment where students and staff alike are given the needed supports to do their very best work. Our highly qualified staff works enthusiastically and collaboratively with parents, district personnel, and community members to ensure we are working to meet the academic, physical, and social-emotional needs of every child. This means incorporating creative and innovative programs, such as mindfulness and yoga sessions, makerspace engineering challenges, and student-led Genius Hour exhibitions, that truly set us apart from other learning environments. Teacher leadership teams develop specialized learning opportunities for all students, whether referring to our GATE (gifted and talented education) population, students who are meeting grade level standards, those needing strategic academic interventions, or those who need additional social-emotional support. Our staff regularly participates in quality professional development opportunities, and analyzes formative and summative assessment data to guide our next steps.

Our students consistently achieve at high levels, as demonstrated by our CAASPP (California Assessment of Student Performance and Progress) scores and local assessment measures. We are proud of our students' effort, and resulting achievement. The driving force behind our rigorous program is the belief that all students can and will succeed if given the right supports. We challenge our students to think deeply and explain their thought processes across all areas of the curriculum. Whether solving complex, multi-step word problems in math, analyzing non-fiction texts in language arts, or crafting a hypothesis in the science lab, we work to provide authentic and engaging experiences for all students. Additional learning priorities also include fostering creativity, working with peers, and integrating technology in meaningful, responsible ways.

HH families contribute to our successes in so many ways, volunteering countless hours to make our school an exceptional learning environment. Our PTA organizes free events such as Bingo Night and Astronomy Night, to build a sense of family and belonging. Our School Site Council (SSC) and English Language Advisory Committee (ELAC) provide valuable input towards our site improvement plan. For example, this year we set a goal to increase the percentage of fifth grade students who feel connected to a caring adult at school from 85% to 95%, as measured by the California Healthy Kids Survey. Our Hawks Ed Fund volunteers work tirelessly to raise funds each year to provide programs and support staff to enhance student learning. Our Makerspace, Art Room, Learning Lab (interventions), and Classroom Music Program are just some of the ways these funds help to enrich the California State Standards, build inclusivity, promote

motivation and engagement, and work to reach all students. Our 97.2% attendance rate and 0.006% suspension rate show us that when staff, students, and families feel valued and safe, great things can and do happen!

Our community is honored to have the opportunity to apply for the National Blue Ribbon Award. We were fortunate to have been selected as a California Distinguished School in 2010, 2014, 2016 (Gold Ribbon), and 2020. This recognition carries great weight, fostering pride and appreciation of our collective efforts. It also lends credibility as we look for support in our future endeavors, constantly seeking new and innovative ways to create an exemplary environment. Our students are counting on us to prepare them for a future beyond our elementary campus. The devoted staff and families of Hidden Hills, along with the entire San Ramon community, are committed to reaching this vision.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum, Instruction, and Assessment.

1a. Overall approach, which may include overarching philosophy or approaches common across subject areas

At Hidden Hills, our overarching approach is based on the foundational assumption that all students can and will be successful if given the learning supports that best match their needs. This means that our instructional program is highly differentiated and our staff feels a collective responsibility for our entire population. All core curriculum used in our classrooms are Board-approved and aligned with the California State Standards. At the beginning of each school year, collaborative teacher teams work with district instructional coaches to map out essential standards for each subject area and plan a rigorous scope and sequence for the upcoming year. Revisiting our guaranteed curriculum helps focus our attention on what students really need to know, and align resources accordingly. We then intentionally design lessons and instructional approaches that are motivating, promote critical thinking, and encourage risk-taking, problem-solving, and student choice. Whether solving a series of mathematical puzzles to open a locked Breakout Box, creating a Google Slide Deck to teach a buddy class about digital citizenship, or researching and presenting a Genius Hour project, our staff looks for innovative ways for students to explore and master grade level standards.

We recognize that meaningful assessment, both formative and summative, is fundamental to powerful instruction and student achievement. Our multiple measures assessments and corresponding end of year minimum standards help us determine if individual students, as well as our subgroups, are making good progress. While we are fortunate that the majority of our students perform exceptionally well, it is our goal that 100% of our students meet end of year expectations. This requires we use all available data. Common formative assessments are administered regularly in all subject areas. Grade level teams analyze test questions, design assessments, and look for reoccurring student errors. If teachers find that students do not understand specific concepts, they consult with their colleagues and plan interventions using a different approach. We also utilize summative assessment data, such as our annual CAASPP performance and end of year district writing and math scores, to determine the efficacy of our overall program improve student and school-wide performance.

1b. Reading/English language arts

Based on the recommendations of the National Reading Panel, the California Framework, and our district professional development model, our balanced literacy program is the cornerstone of our academic endeavors. At Hidden Hills, we utilize both Wilson’s Foundations and Lucy Calkins’ Readers Workshop curriculum to help our students acquire foundational reading skills and meet grade level standards. Additionally, we incorporate Fountas and Pinnell Running Record assessments four times each year to determine each student’s individual reading level. The resulting data is used to place students in small, homogenous, guided-reading groups for targeted, daily reading instruction. This allows teachers to differentiate their lessons, providing remediation and challenge for each student as needed. Because students develop at different rates, small groups remain flexible and fluid.

Classroom instruction focuses on building skills in phonics, phonemic awareness, reading comprehension, vocabulary, and fluency. Initially, students are taught concepts about print, such as reading from left to right, and differentiating between letters and words. Children then listen for and identify discrete sounds, finding them in consonant-vowel-consonant words, and manipulating them to create new words. Once students have mastered these areas, we move towards increasing fluency and comprehension. Our teachers model fluent reading through read-alouds, chants, and rhyming activities as students work with decodable texts and learn high-frequency words.

As student skills increase, daily workshop mini-lessons provide explicit, whole group instruction on topics such as how to tackle difficult words, and how characters change and learn from past mistakes. Reading comprehension is fostered through explicit instruction in strategies such as asking meaningful questions,

making inferences, and forming mental images. Teachers utilize both fiction and non-fiction mentor texts to deliver whole class instruction before students are released to work with their own books. To make every instructional minute count, we teach the “five finger rule” to help students pick out “just right” leveled readers; if they misread five words on a page, the book is too difficult at this time and we help them choose another. As part of our program, teachers regularly confer with each student, listening to them read, checking comprehension and fluency, asking clarifying questions based on the teaching point, and helping set individual reading goals. Students are highly encouraged to read a large volume of materials, in terms of both number of pages as well as genres.

At Hidden Hills, we actively search for ways to further challenge and stretch student abilities. We utilize close-reading strategies, partner reading, chants, poetry-reading, and book clubs. First grade students love performing classic fairytale reader’s theater for their families, while third graders complete author studies on Patricia Polacco and Chris Van Allsburg. Fifth grade novel studies delve into complex themes such as human rights and equality. In order to make these lessons come to life, classroom libraries are well-stocked with high interest, popular book selections, at a variety of reading levels. We also provide digital subscriptions to Newsela, Time for Kids, RAZ-Kids, and Learning Ally to build curiosity and strengthen comprehension.

Ongoing assessment helps us identify students who need additional instruction to become proficient readers. Classroom teachers provide additional support, utilizing small group or individualized instruction. Those needing more strategic support join our Learning Lab, part of our Response to Intervention (RTI) program. Students in RTI receive a double-dose of reading instruction for thirty-minutes each day, using Fountas and Pinnell’s research-based Leveled Literacy Intervention system. Progress is carefully monitored, and interventions are modified if we do not see adequate progress. A thorough description of this practice is provided in Section VI of this application.

1c. Mathematics

The goal of our mathematics program is to provide balanced, rigorous instruction in a learning environment where all students feel empowered to meet grade level standards. Our students employ mathematical reasoning skills to approach problems, use multiple strategies, find solutions, communicate their thinking, and make connections to real-world problems. Instruction is balanced between conceptual development, skill building, and problem solving, with an emphasis on developing mathematical thinking, communication, and vocabulary.

Daily instruction includes spiral review to ensure previously learned skills are maintained. When tackling new concepts, students use concrete manipulatives to develop meaning before progressing to abstract paper-pencil equations. Whenever possible, hands-on experiences are used to provide real-world context. Teachers use our state adopted Eureka Math program, which emphasizes mathematical modeling. No longer do students simply memorize traditional algorithms, but rather build conceptual understanding through the think-draw-write procedure. Students in transitional kindergarten learn basic number sense, setting them up for success once they reach kindergarten. Multiple strategies, such as the arrow method, number bonds, and tape diagrams, help our second grade students deepen their understanding of addition. We also incorporate supplemental digital materials such as Dreambox, Zearn, and Khan Academy which can be used at home to reinforce specific standards. Direct instruction is provided, along with opportunities for guided and independent practice. Learning centers, “pair-share”, and cooperative learning games allow students to discuss their mathematical thinking with one another and further their conceptual understanding. In fourth and fifth grade, study buddies and peer tutors are used reinforce mathematical understanding. Number Talks and problem solving challenges, such as those provided through the Silicon Valley Math Initiative, promote algebraic thinking skills, collaboration, and application of mathematical concepts. Each year, all students work through a series of math problem solving challenges. In small groups, students explain their thinking and create strategy posters that are displayed in our multi-purpose room. Students also have the opportunity to join our Math Olympiad team if they are interested in math competition.

Teachers use formative assessments, such as pre-tests, exit tickets, and mid-module assessments to determine next steps in their instruction. The resulting information, along with data from our universal

foundational skills screener, shows which students need further support. Grade level teams often platoon with their students; one fifth grade teacher may provide intensive small group re-teach lessons while another plans enrichment activities for those who demonstrate concept mastery. Additional support is also provided through our Math Lab, part of our RTI program, where we focus on solidifying basic math skills.

Summative assessments, such as the CAASPP Mathematics test, are used to help us uncover strengths and weaknesses in our program. Based on our performance trend for the past three years, grade level teams decided to focus on strengthening instruction in problem solving and data analysis. While we are pleased that 85% of all Hidden Hills students in grades three through five met or exceeded grade level standards, as compared to 40% across California, we see that we still have room for improvement.

Our staff is dedicated to continuing our own learning through increased collaboration and staff development. Last year, we engaged in a staff-wide book study of Jo Boaler's *Mathematical Mindsets*. We have developed common language to ensure consistent vocabulary in our instruction, and require students to explain their thinking orally and in their math journals. Emphasis is placed on understanding how we arrive at a solution rather than whether the final product is correct or not.

1d. Science

Our exemplary science program supports the acquisition of essential skills and knowledge. Hidden Hills students engage in a variety of standards-aligned experiences that cover the four science strands: earth, life, physical sciences, and investigation and experimentation. Our students have regular opportunities to use their observational skills, develop hypotheses, ask questions, collect and interpret data, strengthen non-fiction reading skills, engage in collaboration, use critical thinking skills, construct meaning, and communicate their thinking. Our fifth grade scores on last year's CAASPP Science assessment speak to our success, with 4% of students not meeting grade level standards. This is in comparison to 19% statewide.

To build foundational knowledge and develop essential skills, classroom teachers design hands-on lessons, utilizing our adopted TWIG Science materials, along with *Mystery Science*, *Discovery Science*, *Science A-Z*, and other supplemental resources. Additionally, students in kindergarten through third grade participate in weekly hands-on lab lessons with our Science Specialists. Students in fourth and fifth grade attend twice per week. Lab experiences integrate the Next Generation Science Standards' (NGSS) cross-cutting concepts and engineering processes with concepts and vocabulary previously learned. Students lead their own learning, formulating a hypothesis and testing procedures based on their individual questions regarding a given phenomenon. Third grade students design model piggy houses that can withstand being blown over by the big, bad wolf. Second grade students investigate variables such as sunlight, water, and soil quality while growing beanstalks. Teachers utilize TWIG tests and quizzes, science journals, writing samples, classroom discussions, and performance assessments to determine student understanding. The resulting data supports instruction, determining whether key concepts need to be revisited or if students are ready for greater depth and challenge. Rubrics and self-assessments allow students to reflect on their own learning.

Science is all around us and we are deliberate in helping all students, from transitional kindergarten to fifth grade, make connections across the curriculum. In art, first grade students discover that mixing primary colors forms the basis of the color wheel. In math, older students examine the Fibonacci spirals of a pinecone and discover how fractions are used to accurately measure ingredients for a chemical reaction. Students are expected to make observation notes, make predictions, complete tables and sketches, and define key concepts in their science journals. These artifacts, along with paper-pencil tests, allow us to assess student understanding of scientific principles.

All grade levels participate in science-based field trips that foster student learning and growth. Students understand that learning can take place anywhere, as they become immersed in real-life experiences at Chabot Space and Science Center, the Exploratorium, and the Tech Museum of Innovation. Docents from Lindsey Wildlife Museum come each year to visit our classrooms, addressing the life science standards; their use of live animals gets the students excited about learning as it connects to the real world. Additionally, school-wide assemblies such as this year's Laser Light Show, teach our students science concepts in a highly entertaining way.

1e. Social studies/history/civic learning and engagement

Teachers use our Scott Foresman Social Studies curriculum to not only teach the standards, but to provide a student-centered, relevant context for current events. We strive to make history come alive for our students, incorporating videos, field trips, guest speakers, and online resources.

Instruction in social studies is well-suited to experiential learning. Within their study of personal traditions, second graders present suitcases filled with meaningful, culturally relevant items. They also create rip-art flags and heritage dolls that are shared with families at our Friendship Feast. In third grade, students conduct grandparent interviews, comparing and contrasting their lives in terms of transportation, entertainment, and communication. Third graders also visit a local one-room schoolhouse to experience student-life in the year 1889. Students wear period clothing as they participate in this eye-opening, fun, and educational simulation. Our fourth grade students create a Living History Museum where guests tap a shoulder to bring a historical figure to life, and our fifth graders participate in Walkthrough the American Revolution. This simulation enriches student understanding of the events leading up to the formation of our country as they memorize dialogue, create props, and perform for parents and other classes.

All learning experiences are designed to engage and motivate our students. Self-directed learning opportunities, including our fifth grade passion project, allow students to showcase conceptual understanding in non-traditional ways. Classroom assessments include a balance of close-reading and writing activities, rubrics for project-based experiences, and paper-pencil tests and quizzes. The resulting data helps teachers determine next steps in their instruction and clarify conceptual misunderstandings. Students use their texts and other sources to create historical timelines, learn the U.S. states and capitals, read maps and globes, and complete research and write reports on historical figures and heroes. Leveled readers help us differentiate instruction, while online resources, such as Newsela, Time for Kids, and Kidnuz, report on issues of interest to our students.

Civic learning is a high-priority at Hidden Hills. Student Council elections take place every fall; prior to the vote, candidates seek nominations from parents and teachers, create campaign posters, and deliver speeches to the entire school. Our students participate in service learning projects such as collecting coats for our Sister School and raising money for our neighbors impacted by the California wildfires. Our third grade students learn about our local government and visit City Hall to meet the mayor, while fifth graders learn about the three branches of government and visit the Capitol Building in Sacramento.

1f. For secondary schools:

1g. For schools that offer preschool for three- and/or four-year old students:

We are thrilled to have a transitional kindergarten (TK) program on our campus. TK is the first year of a two-year kindergarten program, created for students with birthdays between September and December. TK does not replicate the pre-school or kindergarten State Standards, but serves as an age-appropriate, developmentally modified hybrid. The TK curriculum focuses on building literacy and pre-math skills, with an emphasis on social-emotional development and hands-on experiential learning. It is our philosophy that strengthening these foundational skills will lead to greater success in kindergarten and throughout their educational careers. Participation in TK has been shown to boost confidence and feelings of self-efficacy, as well as reduce rates of grade retention and special education placement.

Social-emotional learning opportunities focus on developing self-regulation, social awareness, teamwork, problem-solving, work habits and independence. This is accomplished through dramatic play, structured activities and free exploration. As an introduction to literacy, TK students learn to recognize and write upper and lower case letters and engage in phonemic awareness activities such as identifying beginning sounds and rhyming. Teacher read-alouds help solidify concepts of print, expose students to new vocabulary, and demonstrate how we use pictures to make predictions. Our TK math program, Math Their Way, introduces basic concepts such as one-to-one correspondence, comparing, sorting, graphing, patterning, and shapes through hands-on exploration. As with our older students, we engage students in conversation requiring them to demonstrate their mathematical reasoning skills and explain their thinking.

Science and social studies are integrated through our ELA program, and focus on themes such as family, friends, the five senses, animals, and construction. Our TK students are always on the move! One minute they may be using a magnifying lens to study an apple core, the next they may be role-playing a veterinary visit with our classroom stuffed animals.

The TK school day has the same number of instructional minutes as our traditional kindergarten program and is taught by a credentialed teacher with a background in child development. Our TK students are important members of our community and participate in assemblies, music, art, computers, library, and physical education activities, like the rest of the school. TK families are also involved in school-wide events such as our Fall Carnival, Astronomy Night, and various fundraising activities.

2. Other Curriculum Areas:

HH students have multiple opportunities to participate in the arts. In addition to the instruction provided within each classroom, we are fortunate to have an experienced and talented art teacher on staff. All students participate in bi-weekly standards-based lessons, exploring different techniques and media. Our TK and kindergarten students learned how to draw self-portraits which were then given as gifts to their parents. Second grade students studied Asian art, and made their own lanterns to hang for Open House. Our fourth graders, as part of their studies on Native Americans, made clay pinch pots which were then later painted, glazed, and fired in our kiln. Wherever possible, we strive to integrate the arts into other curricular areas.

Every student on our campus also participates in weekly classroom music instruction. Students learn basic note reading, rhythm, and a plethora of songs. These songs are then incorporated into each grade level's large-scale play production, in which every student participates. Students try-out, memorize lines, and design sets and costumes, etc. In addition to the performances on our stage, HH students attend plays at the Performing Arts Center within walking distance from our school and visit galleries and museums. Members of the San Francisco Symphony Orchestra visit our school, sharing their instruments and performing for our students. This year, we also had an African Drum and Dance troupe perform. After school choir is available for third through fifth grade. Fourth and fifth grade students can also join our orchestra or band, while third graders receive instruction on the recorder. Students are encouraged to participate in our annual Talent Show.

In order for students to reach their potential, proper nutrition and daily rigorous activity is essential. Physical education classes are based on state standards and taught by both classroom teachers and highly qualified PE specialists. First through fifth grade students participate in two fifty minute periods per week where concepts such as life-long fitness and sportsmanship are stressed. Gross motor and manipulative skills such as running, throwing, catching, and dribbling are areas of focus.

Classes typically begin with a warm-up activity, such as running a lap. The student coach-of-the-day then selects activities from the menu board and leads the class through a series of dynamic exercises and stretches. Once complete, the teacher will break down and demonstrate specific skills and/or review game rules. Our curriculum introduces team sports, such as softball, soccer, and flag football. We are also sensitive to the cultural preferences of our community, incorporating cricket and field hockey into our program. Individual sports such as tennis and badminton are also addressed. Most grade levels participate in weekly yoga sessions; it is also offered after school to all students, staff, and parents. Our fifth grade human growth and development unit is taught by district nurses, in conjunction with classroom teachers.

The use of technology is highly integrated into our daily instructional program. Our 1:1 initiative provides all fifth graders with an iPad. These devices are used to complete research, work collaboratively with peers via Google Classroom, and create original content via iMovie and other apps. Students in grades TK through fourth are provided with Chromebook carts to share within their grade level teams. Primary students use apps such as SeeSaw and FlipGrid to share their thinking. All students have access to our computer lab and participate in bi-weekly makerspace STEM (science, technology, engineering, and math) challenges. They also have access to the digital content of our adopted curriculum, as well as other online enrichment and intervention programs. Each classroom is equipped with a document camera and projector

to enhance teaching and learning, increase student engagement, and prepare students life in a global society. Our Hawk Student News Club creates a weekly broadcast, sharing school, classroom, and community events, highlighting our character trait of the month, and recognizing staff, students, and parents for their hard work and effort.

Our library is the central hub of our campus. It is warm, inviting, and bursting with books. We now have over 17K titles, spanning every topic imaginable. Our librarian works collaboratively with staff and students to determine which materials need to be added each year. In order to keep our collection up to date, and supplement our curricular objectives, we must use our budget strategically. Our first priority is to ensure we have the materials for units of study, projects, and character development lessons. We recently added new sets of books on women in history, contemporary heroes, and foreign language and culture. Modeling a passion for reading is a top priority on our campus.

In addition to delivering a strong academic program, we see it as our responsibility to foster the social-emotional well-being of our students. Our staff uses Sanford Harmony, a research-based character education curriculum, to build community, address conflicts, and teach resiliency skills. Classroom lessons focus on what it means to be respectful, take responsibility, and show integrity. We also incorporate the Character Counts program and showcase a character trait of the month. Assemblies, read-alouds, and class meetings reinforce these skills, and students can earn Soaring Hawk awards when staff members see them being demonstrated. Peacemakers are selected by their peers, and are trained to help classmates navigate through minor disagreements on the playground. Students internalize our Hawk Pledge, showing their commitment towards creating an empowering, safe, and respectful environment. Teachers may refer students to our Rainbow Program, a research-based, early intervention program aimed at fostering a healthy self-concept, assisting with family transitions, and developing and enhancing social skills. Another layer of support is available through our SCIP Counseling Program where local counseling interns work with struggling students on an individual basis.

3. Academic Supports:

3a. Students performing below grade level

Our most recent state testing data shows that 87% of our students are meeting or exceeding standards in ELA, yet our subgroup data shows that our African American, Hispanic/ Latino, and White students scored 30, 17 and 19 points lower respectively. While the number of students in each of these subgroups is comparatively small, we recognize that there is still much room for growth. We are dedicated to finding the right level of academic support for every student.

When assessment data and classroom observation reveal that a student is struggling, our multi-tiered system of intervention comes into action. The child's teacher provides the first line of defense, re-teaching concepts and providing extra practice using alternative strategies. Teachers often reach out to grade level colleagues for additional ideas on how to best meet the student's individual needs.

At Hidden Hills, we dedicate a thirty-minute block of time each day to support our intervention efforts. During this time, students may work in small groups with the teacher. For those needing even more targeted support, students may participate in a double-dose of instruction in either our Reading Lab or Math Lab. Students do not miss any new instruction by participating in this program.

When classroom strategies are exhausted, the Student Success Team (SST) process may be initiated. Initial meetings discuss strategies that have been implemented and how the student responded. Often, additional suggestions and resources are uncovered, and we continue to monitor student progress. If the difficulties persist, we hold an SST meeting. Our team is made up of the principal, school psychologist, speech therapist, resource specialist teacher, general education teachers, and parents. We use this time to brainstorm additional strategies and accommodations for both in the classroom and at home. Assignments may be broken down into manageable parts, directions may be repeated, and additional time with the classroom para may be provided. We may reduce the volume of homework, send home flashcards and leveled book baggies, and create behavior support plans to increase student focus. Teachers take the time to

get to know each student and this trusting relationship allows parents to feel supported. Our meetings are exceptionally thorough, and we attribute much of our school's success to our SST process. If a learning disability is suspected, additional testing and services may need to be provided through the Special Education department.

3b. Students performing above grade level

Our rigorous program provides students performing above grade level with daily opportunities to think critically, construct meaning, ask questions, and apply their knowledge. In order to meet these needs, our staff works to provide an integrated, differentiated learning experience within the regular school day. As a result, the core curriculum is often augmented or supplemented by enrichment activities and self-directed project-based learning options. Our Readers and Writers Workshop curriculum allows us to differentiate instruction and provide all learners with appropriate challenge. Students reading above grade level are encouraged to work with texts involving more sophisticated vocabulary and more complex themes. In writing, those working above grade level are urged to incorporate greater detail and experiment with figurative language, dialogue, and voice. In math, students demonstrating mastery may work through the curriculum at a quicker pace, ensuring continuous progress, or they may be assigned multi-step word problems of greater complexity. Several fifth grade students recently created math tutorial videos, using SeeSaw and Google Slides, to share with their classmates. Across all subject areas, students are challenged to delve more deeply into the curriculum by applying their knowledge to real life situations.

Within our district, all second grade students participate in the Cognitive Abilities Test (COGAT). This assessment measures reasoning skills with different types of verbal, quantitative, and nonverbal questions. The results are used to determine gifted and talented education (GATE) eligibility in grades three through five. Nearly 20% of our students are considered GATE.

All students, especially our GATE population and those performing above grade level, benefit from lessons that address multiple intelligences, learning styles, and skill levels. Flexible groupings are used to foster collaboration and teamwork. Math centers, literature circles, and cross-age buddies are used to accommodate the diverse needs of our students. Project-based learning is used at all grade levels to extend the curriculum. Our fourth and fifth grade students participate in Genius Hour activities, researching, planning, and presenting their own topics of interest.

3c. Special education

Our Special Education (SPED) team is committed to meeting the academic, social-emotional, and physical needs of all students, especially those with individualized education plans (IEPs). When students initially qualify for SPED services, parents often do not know what to expect. Our resource teacher, school psychologist, speech pathologist, and occupational therapist go through their detailed assessment reports, giving examples, translating jargon, and answering parent questions. The classroom teacher reports on present levels of achievement, and customized learning goals are drafted. Parents are appreciative of the attention to detail in the reports, as well as the obvious care our staff members show towards their children.

Specialized academic instruction is provided by our resource teacher in ELA and math. She is well-versed on a multitude of strategies and curriculum, designed to reach struggling learners. For students who exhibit difficulties with phonics and spelling, she may take a multi-sensory approach, utilizing Orton-Gillingham materials. Read Naturally is used to support fluency, while Read Well helps strengthen comprehension skills. For older students working on inference skills, students enjoy working with our supplemental text, Inference Jones. These materials help students “read between the lines” with text that is high-interest, but not quite at grade level. For students working on math goals, we use manipulatives to deepen conceptual understanding of base-ten. To build automaticity and reinforce basic facts, we incorporate supplemental texts, worksheets, and games. Students consistently review math vocabulary, and learn how to break word problems apart.

Resource support is provided across all other curricular areas as well. The resource teacher may push-in to the science lab to assist with an activity or help gather research articles better-suited to the reading level of

individual students. She supports the writing process by having students plan and organize their thoughts using a variety of graphic organizers. Students always have the option to come to our SPED room to finish a test or get some extra help.

When looking at CAASPP subgroup data, 57% of students with disabilities met or exceeded grade level standards in ELA along with 50% in math. This information helped form one of our site improvement goals this year. It is important to note that 67% of fifth graders in this group met or exceeded standards; this is a 24-point gain compared to when this same cohort was in third grade.

3d. ELLs, if a special program or intervention is offered

In determining how best to serve English Learners (EL) on our campus, we review state, district, and site-based assessment data. All California school districts are required to administer the English Language Proficiency Assessments for California (ELPAC) to determine a student's English language proficiency. The ELPAC measures student progress in oral and written language and includes assessments in listening, speaking, reading and writing. Proficiency is measured on a continuum from Emerging to Expanding to Bridging. We use this data to identify student needs and pinpoint improvements in the way support systems are developed and implemented.

At Hidden Hills, teachers follow the state English Language Development (ELD) standards. These learning objectives are closely aligned with state ELA standards. Our first layer of EL instruction and support takes place daily, within the general education classroom. All teachers on our staff are trained and certified to provide instruction to students who are acquiring English as their second language. Our site-based English Language Development program is based on Specially Designed Academic Instruction in English (SDAIE) techniques for instruction in the content areas. This includes extensive use of visuals, graphic organizers, manipulatives, and hands-on learning experiences in all classrooms. It also requires our teachers activate student's prior knowledge and create a print-rich, language-centered environment.

All elementary sites in our district are fortunate to have a trained EL Instructional Assistant (IA) who provides further assistance to students not making expected levels of progress. The IA may work with small groups or individual students to strengthen vocabulary development, grammar, phonics, conversational English, and writing. She collaborates with staff regarding effective strategies, and monitors student progress over time. Ongoing training is provided by district ELD specialists.

The high expectations of teachers, parents, and our community support our English Learners in meeting grade level standards. Student progress towards reaching proficiency is captured on our ELD Supplemental report card, and show tremendous growth. Last year's CAASPP scores revealed that 85% of our fifth grade EL students met or exceeded grade level standards. When this same group of students was in third grade, 69% reached this level of achievement. We are pleased that district-level data shows that EL students who remain in the district for five years or more are highly successful academically.

3e. Other populations (e.g., migrant), if a special program or intervention is offered

PART V – SCHOOL CLIMATE AND CULTURE

1. Engaging Students:

In order to reach our vision of success for all students, we must ensure that all students are actively engaged and motivated to learn. With over 650 students on our campus, this means that staff must constantly seek ways to be inspiring, creative, responsive, and compassionate. In order to meet the academic and social-emotional needs of such a diverse group of learners, we start by developing positive, caring relationships with each individual student. Forming strong connections is key in fostering participation and feelings of self-efficacy. Our staff makes every effort to get to know the students on our campus, not just those assigned to our specific classroom or grade level.

We work hard to incorporate student background knowledge, needs, and interests into daily lessons and school-wide activities. In fourth grade, multiplication word problems are often re-written to include the names of students in the class. In fifth grade, students go “book-tasting” and rotate through a simulated restaurant setting to preview novel study choices. Incorporating technology into all areas of the curriculum has proven to be highly motivating. Teachers use the app Kahoot to turn traditional review questions into an online gameshow. Our Student Safety Valets, Peacemakers, Student Council, Makerspace, NewsClub, art, and music programs provide students with opportunities to learn and engage outside the traditional classroom setting. Assemblies, field trips, and school-wide events, such as Astronomy Night, are planned with student engagement in mind. We also recognize that many of our students enjoy the competition of our annual spelling bee, geography bee, and speech contest. When students are provided with the right amount of challenge and support, they are more likely to remain engaged in their learning.

One of our district initiatives, Culturally and Linguistically Responsive Teaching and Learning (CLR), helps teachers build connections between home and school. Our staff integrates responsive teaching protocols such as call-and-response classroom management techniques, along with building literacy and academic language through role-play and strategic read-alouds. This work validates and affirms family culture, customs, and language, while emphasizing how to be a successful member of our school community. Additionally, last year our principal led us in a whole-staff book study using Dave Burgess’ Teach Like a Pirate. Resulting conversations focused around using our own passion for learning as a springboard to increasing student engagement. At Hidden Hills, we are dedicated to creating a learning environment where all students feel safe, respected, and valued.

2. Engaging Families and Community:

Student success is at the heart of everything we do, and we know that family engagement is an integral component. In the fall, we kick-off with our Welcome Back Block Party. This fun and festive event reunites our families in celebration of the new year. During Back to School Night, academic standards and behavior expectations are thoroughly explained. Families also review our school handbook and sign our Code of Conduct, acknowledging their understanding of school policies and procedures. During conferences, parents and teachers discuss student interests, review assessment data, and design learning plans for students who are struggling or in need of greater challenge. Our Wednesday flag assemblies, weekly newsletter, and classroom communications keep our community informed of the plethora of opportunities available for getting involved. Events such as the Fun Run, Talent Show, and Field Day, bring our families together. The community is further engaged through grade-level activities such as TK Orientation, Kindergarten Spring Sing, and our second grade Friendship Feast. We celebrate our cultural diversity via our African American History Museum and ELAC (English Language Advisory Committee) International Potluck.

Parents work closely with the staff by providing needed resources and input on ways to strengthen student experiences. Volunteers serve countless hours, helping with reading and math groups, art centers, library activities, class parties, and chaperoning on field trips. Our Ed Fund, comprised of parents and staff, recently facilitated our technology enhancements and helped raise the funds to make them happen. Parent volunteers and local organizations, such as the Boy Scouts, have built buddy benches for our playgrounds

and assisted with campus clean-up days and gardening projects. Members of our community are also actively involved in PTA and School Site Council. Both of these organizations contribute to our exceptional learning environment.

Recognizing we are part of a larger community, Hidden Hills serves as a hub for after school activities. Students can participate in basketball, yoga, Boy Scouts, Girl Scouts, Chinese Language classes, Math Olympiad, and NewsClub, without leaving our campus. We also participate in outreach activities such as the Thanksgiving Food Drive, One Warm Coat, and Holiday Adopt-a-Family programs. Our community has been exceptionally proud of our No Place for Hate designation, awarded to us through the Anti-Defamation League. Our participation in these programs helps connect our school to the community and develops responsibility, teamwork, and compassion in our students.

3. Creating Professional Culture:

Our consistently high achievement is a byproduct of the professional culture that permeates throughout our campus. Our parent community values our efforts and works alongside our staff to create a safe, nurturing, and successful learning environment. We are proud of our efforts and take every opportunity to share effective strategies and best practices with other schools and the community.

At the beginning of each school year, all teachers set meaningful instructional goals and devise action plans to achieve them. Participation in high-quality professional development is often the first strategy we employ. Not only does this increase the leadership capacity and ability of the participant, but the rest of our colleagues benefit as well. After primary teachers attended a Marilyn Burns workshop on making math come alive through games, suddenly all teachers were excited and motivated to attend. This past year, three of our teachers committed to becoming Reading Recovery certified in order to provide more support to struggling readers. Most of our staff are Project GLAD (Guided Language Acquisition Design) trained. Our teachers know that their continued growth directly impacts student achievement.

With a dedicated and collaborative staff, Hidden Hills has developed many instructional leaders over the years. Our teachers have served as summer school principals, teachers on special assignment, curriculum coaches, and instructional mentors for new teachers. Multiple HH teachers are Google Certified Educators and facilitate technology workshops for teachers across the district. Former HH administrators have moved on to district, county, and college level positions.

At district curriculum meetings, or when collaborating with other sites, our teachers communicate their experiences. Whether sharing their thoughts regarding formative assessment items, experimenting with teaching strategies, or generating Donor's Choose grant ideas, our staff is always willing to help where needed. Our school has presented our SST process to other sites, and others have adapted their procedures after observing our success. We have worked with other sites to collaborate on topics such as mindfulness, attention-deficit interventions, and EL strategies.

4. School Leadership:

The leadership philosophy that permeates through our site is that all children will be successful if given the right supports. Our staff must determine what these supports are for each individual child, whether it be based around academic, social, emotional, or physical needs.

Our principal has served at Hidden Hills for the past six years, and was a principal in another district for ten years prior. She is a visible presence on the campus, whether observing teaching and learning in classrooms, supervising on the playground, or greeting families in the morning. She is warm and friendly, yet firm when needed. She sets the tone to ensure that all feel welcome and included. Last year, she proposed that every Wednesday we begin the day with a whole school assembly. Our entire community gathers to say the Pledge, sing a patriotic song, make announcements and recognize students, parents and staff for their contributions. The assembly is followed by a Coffee Hour, where parents can meet with the principal over light refreshments to ask questions or get more information about a particular topic.

Our principal attends weekly grade level collaboration meetings to discuss what is needed to help our students reach their potential. Our Leadership Team helps troubleshoot current issues, and provides input on upcoming staff meeting agendas and professional development opportunities. The intent of these meetings is to take a proactive approach towards the overall running of the school, and keep us focused on reaching site goals. Our conversation is relevant and targeted towards the needs of our students.

Hidden Hills teachers serve as leaders in multiple capacities both on our campus and throughout the district. Contributions to district curricular committees and School Site Council help us improve the student experience. Our Student Success Team, consisting of the principal, school psychologist, resource specialist teacher, general education teachers, and parents, meet weekly to discuss students in need of additional support. We devise action plans, focusing on providing teachers and parents with intervention strategies. We may decide to allocate time with our intervention aides, partner the student with an older buddy to serve as a tutor, or create a behavior support plan to help the student stay focused. Our teachers take the time to get to know each student and this trusting relationship allows parents to feel supported. Our meetings are exceptionally thorough, and we attribute much of our school's success to our SST process.

PART VI - STRATEGY FOR ACADEMIC SUCCESS

Our top priority is to create a safe, engaging, learning environment where all students achieve at high levels. Strong literacy skills are paramount in meeting this goal. Reader's Workshop allows us to teach students at their individual level and target the skills needed to propel them along the reading continuum. While most students make significant growth, running records reveal minimal progress for others. Four years ago, we felt compelled to rectify this situation and opened our Learning Lab.

Phonemic awareness, phonics, fluency, and comprehension data allow teachers and intervention para-educators to identify twenty students per grade level needing the most support. Students are then grouped based on target skills, and interventions are delivered four times weekly, thirty minutes per session. During this time, classroom teachers do not teach new, essential standards, which would result in students falling further behind. Students get a double-dose of explicit reading instruction, providing valuable reinforcement. This model benefits all students and affects school-wide achievement in that more students are reading at grade level than ever before. It is especially beneficial to our low socioeconomic population, our students with disabilities, and our English Learners. When students feel confident and successful academically, social-emotional and behavioral concerns often decrease. Turn-and-talk, partner reading, and think-pair-share activities strengthen social skills and friendships.

Initial implementation of the Lab required that we frame participation carefully, not wanting students or parents perceiving any stigma. We intertwined opening the Lab with lessons around growth mindset, conveying that everyone has areas of ease and difficulty. Students were receptive and embraced receiving additional support. Dynamic instructors keep students engaged. Because the texts are at each child's reading level, and everyone in the group needs help with similar concepts, students do not feel defeated when something is difficult. Texts are high-interest, build in complexity, and alternate between fiction and non-fiction. The small group setting minimizes behavior problems as students work together on concepts and strategies such as identifying homophones, analyzing cause/ effect, and understanding character motivations.

The Learning Lab is designed to be a short-term intervention for students reading approximately one year below grade level. To eliminate this gap, we run four, seven-week, sessions each year. Groups are flexible as students move from one level to the next, or 'graduate' from the program. Throughout each session, running records and anecdotal evidence detail student successes and struggles. When the session ends, we celebrate each student's growth and effort with certificates and Learning Lab pencils. Parents and students are proud of their accomplishments!

Data shows that the Lab has been successful in supporting the achievement of all students. Our most recent CAASPP scores reveal that 83% of third grade, 87% of fourth grade, and 88% of fifth grade students are meeting or exceeding ELA standards. School-wide, 87% of our students have reached this level of success, as compared to 81% across the district and 51% in California. Although we have miles to go, we celebrate that more students than ever are meeting standards. Teachers no longer feel isolated in trying to reach struggling students and students love attending!